

# STATE ASSESSMENT PEER REVIEW SEMINAR



U.S. Department of Education  
Office of State Support  
Office of Elementary and Secondary Education

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## **Session C-2 Assessment Reporting in Peer Review**

# CRITICAL ELEMENT 6.4

The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.

The State reports to the public its assessment results on: (1) **student academic achievement for all students and each student group at each achievement level** and (2) ***English language proficiency for all ELs including the number and percentage of ELs attaining ELP.***

For **academic content assessments**, the State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the **specific academic needs of students**, and the State also provides interpretive guides to support appropriate uses of the assessment results.

Although all students with disabilities must be included in a State's assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

# CRITICAL ELEMENT 6.4 (cont.)

The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that:

Provide valid and reliable information regarding a **student's academic achievement**;

Report the **student's academic achievement** in terms of the State's grade-level academic achievement standards;

Provide information to help parents, teachers, and principals interpret the test results and address the specific **academic needs of students**;

Are provided in an understandable and uniform format;

Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;

Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.

The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.

# CRITICAL ELEMENT 6.4 (cont.)

For the **ELP assessment**, the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that:

Reports the **ELs' English proficiency** in terms of the State's grade level/grade-band ELP standards (including performance-level descriptors);

Are provided in an understandable and uniform format;

Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;

Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.

# EXAMPLES OF EVIDENCE

Collectively, for the State's assessment system, evidence to support this critical element must demonstrate that the State's reporting system facilitates timely, appropriate, credible, and defensible interpretation and use of its assessment results. Evidence to support this critical element for all the State's assessments includes:

- Evidence that the State reports to the public: (1) **student academic achievement for all students and each student subgroup** ( at each proficiency level and the percentage of students not tested); or (2) ***English language proficiency for all ELs*** (including the number and percentage of ELs attaining ELP) after each test administration, such as:
  - State report(s) of assessment results (e.g., a State report card);
  - Appropriate interpretive documents provided in or with the State report(s) that addresses appropriate uses and limitations of the data (e.g., when comparisons across student groups of different sizes are and are not appropriate).

# EXAMPLES OF EVIDENCE

- Evidence that the State reports results for use in instruction, such as:
  - Written materials and other documentation such as interpretive guides from the State and from eligible entities;
  - Evidence that the State’s reporting system includes supporting information to facilitate accurate interpretation of data for those who will receive and use its reports, such as information about the content and structure of assessments, intended purposes and uses of scores, and how the assessments are related to its (1) **academic content standards**; or (2) ***ELP standards***;
  - Instructions for districts, schools, and teachers for access to assessment results, such as an electronic database of results;

# EXAMPLES OF EVIDENCE

- Examples of reports of assessment results at the classroom, school, district and State levels provided to teachers, principals, and administrators that include itemized score analyses, results according to proficiency levels, performance level descriptors, and, as appropriate, other analyses that go beyond the total score (e.g., analysis of results by strand/domain/component);
- Instructions for teachers, principals, and administrators on the appropriate interpretations and uses of results for students tested that include: the purpose and content of the assessments; assistance in interpreting the results; appropriate uses and limitations of the data; and information to allow use of the assessment results appropriately for addressing the specific academic needs of students, student groups, schools and districts.
- Timeline that shows results are reported to districts, schools, and teachers in time to allow for the use of the results in planning for the following school year;

# EXAMPLES OF EVIDENCE

- Templates or sample individual student reports for each assessment and grade level for reporting student performance that:
  - Report on student achievement according to the **domains and subdomains defined in the State’s academic content standards and the achievement levels for the student scores** (though sub-scores should only be reported when they are based on a sufficient number of items or score points to provide valid and reliable results);
  - Report on the student’s achievement in terms of **grade-level achievement using the State’s grade level academic achievement standards**;
  - Display information in a uniform format and use simple language that is free of jargon and understandable to parents, teachers, and principals;
  - Examples of the interpretive information that accompanies individual student reports, either integrated with the report or a separate page(s), including cautions related to the reliability of the reported scores;
  - Samples of individual student reports in other languages and/or in alternative formats, as applicable

# EXAMPLES OF EVIDENCE

- Evidence that the State follows a process and timeline for delivering individual student reports, such as:
  - Timeline adhering to the need for the prompt release of assessment results that shows when individual student reports are delivered to districts and schools;
  - Key documents, such as a cover memo that accompanies individual student reports delivered to districts and schools, listserv messages to district and school test coordinators, or other meaningful communication to districts and schools that include the expectation that individual student reports be delivered to teachers and principals and corresponding expectations for timely delivery to parents (e.g., within 30 days of receipt).

# EXAMPLES OF EVIDENCE

Note: Samples of individual student reports and any other sample reports should be redacted to protect personally identifiable information, as appropriate, or populated with information about a fictitious student for illustrative purposes. (Examples and requirements for ELP assessments continue on the follow page)

# EXAMPLES OF EVIDENCE

- For the ***ELP assessments***, evidence that users of the reports understand assessment results in terms of the State's ELP standards and performance levels, and, as appropriate, sub-scores consistent with the design of its ELP standards, such as:
  - Documentation of the use of ELP test scores to make educationally sound placement decisions;
  - Reports showing positive rates of English language development/acquisition when placed appropriately in English language instruction educational programs;
  - Information about the included ELP standards domains and validity of any composite scores reported that are not based on all four domains;

# EXAMPLES OF EVIDENCE

- Evidence that the State follows a process and timeline for delivering individual ***ELP assessment*** student reports, such as:
  - Timeline adhering to the need for the prompt release of assessment results that shows when individual student reports are delivered to districts and schools;
  - Key documents, such as a cover memo that accompanies individual student reports delivered to districts and schools, listserv messages to district and school test coordinators, or other meaningful communication to districts and schools that include the expectation that individual student reports be delivered to teachers and principals and corresponding expectations for timely delivery to parents (e.g., within 30 days of receipt).
- For ***ELP assessments***, evidence that schools ***report the results of ELP assessments to parents of ELs (e.g., the annual parent notice to parents of ELs required under section 1112(e)(3)).***

# QUESTIONS

1. What kind of narrative from states would you suggest accompany the evidence?
2. Should states submit supplementary evidence beyond what is necessary to demonstrate that the assessments meet requirements?
3. How should states address findings from their own state monitoring/reviews that are included in their submissions?
4. How can a state, that does not release items or test forms after the assessment period is completed, address the requirement for “itemized score analyses”?
5. Must a state submit copies of every single report per grade and subject?
6. Can videos and PowerPoints be used as evidence to respond to interpretive materials for different audiences?
7. Does a state have to include each of the individual school and LEA timetables or schedules for the release of testing data to parents if each LEA sets its own schedules within parameters established by the state? If State law says, what does the State do to ensure that this happens?
8. What should a state do if its legislature determines the total time allowed for testing and it therefore limits the number of assessment items that can be administered within that time?